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ABSTRACT

This is not a highly-researched, well-validated study of the role of the academic dean. It is the impressions and ideas of one dean of seven years' experience. (Author)

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THE ROLE OF THE ACADEMIC DEAN

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39. *The Duties and Responsibilities of the Department/Division Chairman in Community Colleges*.
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Preface

This is not a highly-researched, well-validated study of the role of the academic dean. It is the impressions and ideas of one dean of seven years' experience. It is done under the urging of my mentor, teacher and colleague, Arthur M. Cohen, who insists that deans talk too much and should write more. For what it is worth, this is what I see in the dean's role and where I believe the role is going in the next few years. These reflections will, of course, be based upon experiences with the California community colleges and may not all be generalized to colleges in other states.

PERSPECTIVE

The term "dean" has had a long history in American higher education. There are three distinct types of deans: academic dean or dean of the faculty; dean of men, women or students; and dean by virtue of seniority. Here we are dealing with the first type—the academic dean. Prior to 1885 there were only 15 deanships established in American educational institutions. Particularly since 1915 the office of dean has been a universally-accepted position. Today almost all community junior colleges, unless they are quite small, have an administrative officer designated "academic dean."

Historically the increase in enrollments and pressures for financial assistance placed a burden on the college president which made it impossible for him to continue handling all the details of administration. The involvement of the president with business matters on campus and with the public away from campus brought about the need for a dean. The status of the dean varied with the character of the president and the extent to which the president confined himself to money-raising, public relations and other external matters. If the president were concerned with external matters of the college, then the academic dean appeared to be the delegated leader in the internal operation of the institution.

Studies have been conducted which attempt to analyze the duties and responsibilities of the academic dean in the community junior college. Most involve questionnaires or rating scales which are administered to academic deans, presidents and "authorities in higher education." Recently I participated in a study which also involved division chairmen and selected faculty. These studies find from 41 to 168 duties assigned to the academic dean. One cannot help but wonder how the dean could even remember what his duties are, let alone carry them out. In a study conducted in 1968, Weldon E. Day developed a comprehensive list of 168 duties associated with the academic dean in the public community college. His survey involved 347 academic deans, 77 presidents and 26 jurors. This study found that the academic dean was expected to be actively involved in the search and recommendation of new faculty, administering new-teacher orientation programs, as well as evaluating the professional performance of the faculty. In complementing the functions of the president, the academic dean performed essential duties in budgeting, long-range planning and the development of educational policies. The academic dean was also expected to develop and nurture the professional growth of the faculty. Close consultation with the president, attendance at professional meetings, professional reading, and visitations to other college campuses were also strong expectations. This study also concluded that "academic deans lack a clearly defined set of duties" and further stated that these deans are required to perform duties which are not compatible with the position and function of this office.

In another study conducted in 1969, Vincent A. Guarna asked community college "instructional deans" to rank a series of 78 selected duties in terms of their importance. These deans rated the following duties, listed in order of importance, as "extremely important":

1. coordinating and supervising departments and/or divisions of instruction
2. formulating educational policy
3. interpreting and administering academic policies
4. recommending or approving promotions, demotions or dismissal of faculty members
5. recommending selection, assignment and salary of faculty members
6. providing for faculty participation in curriculum making

Investigating the kinds of activities to improve instruction by the academic dean, Bruce L. Paulson used the case study survey approach in his research. He found the dean: providing inspirational leadership; establishing close working relationships with the faculty; being involved and familiar with the classroom instruction; providing functional organization; selecting outstanding personnel; involving faculty in improvement activities; de-emphasizing directive actions; matching activities to improve instruction with faculty group expectations.

These studies have identified a composite of the role expectations of the academic dean in the community colleges. In the day-to-day life of a dean, however, one seldom thinks about one's job description. The most immediate things are the relationships that exist between the dean and the individuals and groups that he deals with in his leadership role. There are persons and agencies both inside and outside the college which influence the functioning of the academic dean. It is to these factors that I wish to address the majority of my comments, as it is the interaction with internal and external forces that is changing the role of the dean.

THE EXTERNAL FORCES

Since the formation of the California Community College's Board of Governors and its attendant Chancellor's Office, there has been more interaction of the dean with state policies and procedures. New regulations, guidelines and required reports increase from the state level year by year as the size of the Chancellor's staff increases, and more "offices" must be satisfied by information from the local colleges. Of course, all of this occurs in the name of coordinating efforts and offering guidance to local colleges.

A major effort of the state Chancellor's office affects curriculum planning—a central part of the dean's role. The Educational Master Plans required by the state demand five-year planning for new academic programs. State approval of these plans must be secured before state apportionment is avail-

able for classes. Though long range curriculum planning is desirable, as is some coordinated effort in developing new programs, this process does complicate the ability of the local campus to respond to emerging community needs. This is particularly true of vocational programs which must also secure approval from regional planning groups in order to prevent "duplication of of expensive programs."

It takes a very persistent and skillful dean to steer a new program through a local advisory committee, the campus curriculum committee, the regional planning committee, the local board of trustees and, finally, the state chancellor's office. After working with all these decision-making and advisory groups, one really wonders if he is providing leadership in curriculum development. Others seem to be in control of the resources needed for the program's success, and they (not the dean) are really determining which programs will be tried and which will not. The dean plays the persuader-politician role to get the new curriculum which he and his faculty colleagues feel is essential for students.

Accountability

A second aspect of external forces impinging upon the dean in his role of curriculum developer results from the increasing call for accountability. This call comes from several areas, but mostly from those providing the funds for education—the legislatures, state and federal agencies, taxpayers and private foundations. Primarily they are interested in reducing the costs of education, or at least in "cost effective" education, whatever that might be. One of the main thrusts of this movement can be seen in the various "program planning and budgeting systems" now being tried in many community colleges across the nation. At best, these systems attempt to set program objectives, develop alternative courses for meeting objectives, determine costs of the alternatives and create some techniques for making decisions. In a great many instances they are simply a cost accounting system where each course is given a classification by discipline, and cost factors are charged against this classification number to determine the course's cost. The academic deans are drawn into these accounting systems as more and more information is sought to determine what is cost effective and what is not.

Inevitably these systems will assign certain costs to certain courses and comparisons will be made. Whether courses with low cost effectiveness ratings will be eliminated and just who will make these determinations are the next big questions. As in the past, those with the control of the money call the tune. The dean, drawn into these systems by required reports and requests for data which only his office can provide, is forced to place himself in a position where others far removed from the instructional process can second guess his decisions or at worst, override the decisions he does make because they are not cost effective.

It would appear that due to these accountability schemes, the dean is in a constant state of persuading those above him in the hierarchy to release the needed resources. Data gathering and interpreting become vital com-

ponents of that persuasion process. Perhaps it is normal that this process should be of prime importance to the academic affairs office, since 80 to 90 per cent of most college budgets are said to be "costs of instruction." Deans should however, insist that other activities of the college be subjected to the same kind of in-depth scrutiny and cost analysis and that these activities be viewed in terms of their income-producing capabilities as well.

Federal Funding

Virginia B. Smith, Director of the Fund for Improvement of Post Secondary Education, stated that "the key to getting funded is your evaluation of whether the objectives of the project have been reached." She further noted that competency-based learning is the focus of The Fund. Speaking at the AHE-sponsored conference on "The Learning Society" in La Jolla, California, Dr. Smith reported that The Fund granted money for one in 16 proposals submitted last year. These monies went for proposals which improved cost effectiveness and stressed outputs and learner outcomes.

These and other comments from federal and state agency leaders indicate that government resources are available to promote instructional change, but only in terms which are measurable. Seeking funds to assist faculty in providing better educational programs, the dean is caught up in the accountability game. Defined outcomes and cost effective learning activities are essential in securing these developmental funds. If the dean does not understand the systems approach to learning with specified learner outcomes and evidence of student success, he will be unable to assist faculty in competing for these resources. Even if one does not support the concept of competency-based learning, he still should be familiar with this approach to the teaching-learning process.

THE DEAN'S FUNCTIONS

Curriculum Planning

One of the major responsibilities of the academic dean is in the area of curriculum planning. In the past this meant developing courses that would be acceptable for transfer to four-year colleges, courses that prepared one for the world of work in various occupations, and adult education programs. The process of "articulating" with one's neighborhood four-year colleges usually provided the needed information about courses to be offered at the lower division level, while advisory committees from the community agencies, businesses and industries offered the input for developing needed occupational programs.

During the past several years, students have been less and less inclined to follow our established programs with their prerequisites and course se-

quences. Greater and greater percentages of the total student body are part-time students. A growing proportion are evening students. As community colleges attract more and more of the age groups beyond the 18-21-year old, curricular needs change. The population center of gravity has shifted from late adolescence to early adulthood. This is creating a tightening of the labor market as these 25 to 30 year-olds seek jobs, many for the first time. Accordingly, we are experiencing an increased interest in paraprofessional occupational technical training. Numbers who have completed a B.A. degree return to the community college for additional job training. The expanding demand for white collar workers and technical personnel attracts these young adults, and many women and mid-careerists seek job training or upgrading.

With its automation of the production process, our society seems to be moving toward increased leisure for those in middle-level occupations. With production line jobs disappearing and the existence of continued pressure for new jobs, there is movement toward shorter work weeks, flexible scheduling of working hours and early retirement. This enforced leisure is giving rise to the desire for continued learning and opportunities for creative self expression which the community college has demonstrated its ability to serve. Particularly in recent years we have heard the call to respond to a growing demand for compensatory education programs for older adults.

As the curricular leader, the academic dean must attempt to respond to these changing needs with a faculty primarily trained to provide transfer and occupational programs. The demand is for a "non-traditional" post secondary education. External degree programs, open-entry open-exit courses, non-residential contract learning, home-based learning, credit for life experiences—all are suggested as possible responses. The growing numbers of older, more self-directed students demand a different kind of curricular model suited to their individual needs. Subject content areas in the new curriculum are as varied as the imagination of the faculty and students can create.

One of the frustrating aspects of attempting to respond to these new students with their need for non-traditionally organized curricula is the system of accounting for attendance. Most states mandate the length of the academic calendar—170, 175, or 180 days. State aid is usually based on some form of attendance accounting system which brings apportionment for students enrolled a certain number of hours in a course for a quarter or semester. This system of paying for "soaking time" is outdated in terms of the non-traditional student. It inhibits the development of modular courses with open-entry open-exit points. Courses of shorter duration which begin several times a year are better suited to part-time students, new-careerists and older adults seeking compensatory courses.

Community colleges have been slow to develop these non-traditional scheduling patterns because of fear of financial loss or inability to break even on such experiments. Unless academic deans with responsibilities for curricular and instructional leadership develop programs which break these barriers and prove that students will respond to them, we shall be locked into our traditional academic calendars forever. Colleges with tuition fees have the

most flexibility if they will pro-rate fees for short courses and develop continuous registration systems for open-entry open-exit courses. Perhaps these colleges can lead the way by demonstrating that students will respond to courses offered at times and places convenient to them. Those of us in the public colleges can keep pushing our legislators for understanding and change.

Staff Selection

The academic dean is very much involved in staff selection and evaluation. In many ways, this may be his most essential role. The process of selecting a candidate to join the faculty should be carefully planned to meet specific goals. The first step ought to be the preparation of a well-written job announcement which will go to placement agencies and which specifically indicates the role and functions to be performed.

When applications for the position opening arrive, the screening process begins. There are several points of view as to how and who should screen candidate applications. Should faculty and division chairmen be involved in the initial screening of applications? Some maintain this is an essential point in the process. Others feel that the screening of applications is rather mechanical and can be left to administrators who are good at shuffling papers. With the mass of applications which arrive for every position opening, this original screening becomes a very tedious and time-consuming job which usually falls in large part upon the academic dean.

Once an application which fits the needs of the opening is found, step two is the collection of additional documentation on the candidate's qualifications. (As an aside, it is amazing how many shotgun-applications one gets which do not address the specific openings announced. These applicants, with their mimeographed resumes, seldom score many points.) To secure further documentation for the candidate's qualifications, a reputable placement office is essential, since the placement file is really the introduction of the candidate to the hiring institution. This confidential file should provide a chronological history of the person's educational and professional achievements as attested by those who have worked with him. It is this folder, reviewed by the dean and usually by a division chairman, which determines whether the candidate proceeds to the interview stage.

There have been many criticisms of the personal interview system of selecting staff members, but most college deans use it—and no one seems to have developed a better system. Who the candidate sees and what questions are asked seem essential. Faculty are being brought more and more into the candidate selection process, particularly at the interview stage. They want to meet prospective colleagues and have some input as to who is selected. Faculty involvement is, I believe, critical, especially in determining subject matter expertise and teaching style. Also, candidates often will open up more easily with faculty members and reveal their true feelings.

The academic dean plays a key role in this interviewing process. In our institution, it is the dean's office that invites the candidate to come for the interview and makes the arrangements. In the interview, the dean has the opportunity to ask questions and probe for answers. (Many deans do not ask very relevant questions, if the stories I hear are correct.) My interest in a candidate is—can he teach? How does he teach? Does he understand the community college and its students? One must, I believe, really probe to determine whether the candidate can just talk about teaching or whether he understands the process and has actually taught. I find it interesting to hear candidate responses when I ask them what they would do if they could not lecture to a class.

With the growing surplus of qualified teachers, the selection process has changed its locus from college and university placement offices to the community college campus. Candidates must now come to campus for interviews if they are to have any real competitive chance. This, of course, makes it possible to involve faculty and division chairmen to a higher degree than before when an administrator, usually the dean, traveled to placement offices to conduct the interviews. The current process has its advantages and disadvantages. Certainly, with several individuals involved in the interview, there is an opportunity to reach a consensus about a candidate with less chance for error or personal bias. On the other hand, it does restrict the selection process to only those candidates willing to risk the personal expense to come for an interview. Few community colleges have budgets to pay candidate's expenses for coming to the campus for interviews. This situation typically limits selection to the local area, the state, or at most, no further than nearby states.

Affirmative Action

One of the new ingredients in the selection process is the affirmative action program. Nearly all colleges have, or soon will have, such a program. The essential goal of these programs is to recruit and promote more minority and female applicants. Goals are established and firm, written guidelines established for listing position openings, screening and selecting candidates. In addition to looking for the best teacher available in the field, now one must be concerned with affirmative action goals concerning racial, ethnic and sexual balance of the staff.

These affirmative action programs put the dean on the spot. He (or she) must be certain that adequate effort is made to recruit members of these groups and to convince faculty—as part of the screening team—to recommend their employment. Deans are bound by policies and procedures established by Boards of Trustees to meet these affirmative action goals and guidelines, which undoubtedly make the dean's staff selection role much more complex. Thus his role may well become coordination and guidance as well as decision-making in selecting new faculty members. The typical faculty member, for example, may not be so concerned about meeting these objectives as he looks for a highly qualified, congenial colleague to share his office

and his teaching duties. In this situation, the dean very well may find himself the man in the middle.

Collective Bargaining

The advent of collective bargaining in the community/junior colleges began in the 1960's. Recent information cited in *The Chronicle of Higher Education* records that as of April 1973, 194 of these colleges had collective bargaining agreements. Some writers seem to feel that the union movement will sweep through the community colleges very rapidly, and that soon we shall all be working under collective bargaining contracts. It is not my purpose here to discuss the pros and cons of collective bargaining nor to predict its advent or demise in more community colleges. The point I raise is the effect of this movement on the dean of academic affairs.

Whether or not a particular college or state has collective bargaining, everyone is looking at the collective bargaining agreements that do exist and is influenced by them. Even though the faculty may not be unionized, everyone is interested in what they would negotiate if they had the power of collective bargaining. Historically, corporations that are not unionized have sought to give their employees benefits that unionized groups have won in order to keep their people happy and to stave off the development of a union in their organization. Why should this be any different in community colleges?

It is interesting to note the kinds of items which become a part of contract provisions in collective bargaining agreements. In addition to describing the nature of the employee bargaining unit, the list includes such items as: salary, class size, student contract hours, office hours, course preparation, faculty responsibility for committees, leave provisions, grievance procedures, academic freedom provisions, travel provisions, management rights provisions, tenure, faculty evaluation provisions, and curriculum. Undoubtedly the list could be longer and more detailed. It is easy to see, however, that many of these negotiated items lie in the area of responsibility presently assigned to the academic dean. I have heard it said that all the authority of the dean will be negotiated away, and that all will be needed is a good clerk.

Yet, if one looks more closely, this would not seem likely to occur. At present, under non-union conditions, the dean typically does not set policy in many of these areas but is a participant in developing policies. Since the major function is to administer policies once developed, it would seem reasonable that he has a role to play under a negotiated contract.

Those collective bargaining agreements that have been reported in the literature indicate that the dean is not generally a part of the negotiating team. Indeed, it has been noted that very often those who are most responsible for carrying out the terms of the contract have the least to say about what is written in it. As spokesman for the total instructional program of the college, it is imperative that during the early stages of negotiation the academic dean provide as much information and advice as possible to both sides of the negotiating teams regarding the impact of various proposals. Once the final bargaining begins, the opportunity for influencing either side is unlikely.

The college administration usually has the primary responsibility for carrying out the terms of the contract. In some ways this will be no different from carrying out existing board policies, state guidelines or laws relating to the conduct of higher education. The language may be different and perhaps more explicit in terms of faculty-administration relationships, and there will be another agency (the union) checking on how the dean carries out these provisions. It is still, however, a matter of applying rules, regulations, and guidelines to specific situations, and how it is accomplished does leave some leeway for the dean. Admittedly, the more agencies setting operating procedures, the more difficult it is for a dean to respond to the creative needs of the faculty and ultimately, to the educational needs of students.

At the same time, the negotiated contract is not necessarily a constricting document to be used in a negative way. Much depends upon how the contract is negotiated and by whom. If the negotiations are carried out by members of the permanent college staff and everyone realizes that they must live with the contract, the changes of having a document that is understood and liveable are enhanced. If open lines of communication between faculty leaders and the administrators responsible for maintaining the agreement are established, the negotiated contract can be a creative experience. Of course, bitter battles and outside "hired guns" can make contracts very difficult for all to endure. In short, the collective bargaining movement will change the responsibilities of management. Those who have experience in such procedures indicate that one of the unfortunate results is the wall that can be erected between faculty and administrative groups. Perhaps this is a temporary situation, since the goals of the two groups—the education of students—are still very much entwined.

The Internal Forces

Up to this point, I have addressed myself primarily to forces outside day-to-day operations that affect the dean's role. There are a number of internal changes within the college and its formal organizational structure that seem to change the manner in which the academic dean functions. These factors are equally important to recognize, if one is to understand the evolving role of the academic dean.

Division/Department Chairmen

The dean's day-to-day activities are tied very closely to those of the division or department chairmen. Theirs is most often a shared responsibility with the dean. Both chairmen and academic deans have assignments that include: teaching schedules; recruitment; orientation and evaluation of faculty; the management of department budgets; development of curricula; and liaison between faculty and administration. Their daily lives, their successes and failures, are closely bound together.

The division or department chairman is usually a "teaching administrator" who provides instructional leadership at the level very near to the faculty member. He is responsible for the morale of the division, the welfare of its

instructors, and the progress of its students. The chairman is in a dichotomous position—part faculty, part administrator. He must assure the faculty of his primary loyalty to the department and yet maintain cordial relations with the administration. The chairman always must be careful not to be labeled as the tool of the administration.

To carry out the various duties assigned to him, the academic dean must have division chairmen upon whom he can rely and who have mutual trust in him. Especially in large institutions of 100 or more faculty, the chairman acts as the dean's eyes and ears as well as his spokesman with division faculty. Chairmen must keep the dean informed of faculty ideas, concerns, frustrations and exaltations. They must represent the dean's views and policies accurately to the division members and, likewise, their views to him. Failure to perceive this vital function properly can be disastrous for all three—division faculty, chairman, and dean. The dean is the swing-man in the chairman's world, and the chairman is very dependent upon him.

In working with chairmen, it is important that the dean give them total support in their day-to-day work with faculty and staff. If it appears that a chairman does not have the support of the dean, it can easily weaken his leadership of the division, and its members will begin to look past their chairman for direction.

Perhaps it is equally important that a chairman who cannot or will not represent the dean accurately be removed from his leadership position. This line of communication must be kept open at all costs. If the chairman fails either the dean or his division colleagues as a communicator, he should be replaced. It has been noted that chairmen must be "Janus-like" in their allegiance, both to administration and to teaching, and that, by definition, they are the fulcrum of both teaching and administration. A further discussion of the role of the department/division chairman is presented by Lombardi (1974).

The manner in which chairmen are selected may very well affect the dean's relationship to them. In her national study of department and division chairmen, Edith Freligh (1973) identified 11 different methods currently in use: automatic rotation; election with administrative veto; election without veto; appointment by department committee; administrative appointment from department nominees; administrative appointment after department consultation; administrative appointment from department committee nominees; administrative appointment after consultation with chairmen; administrative appointment after consultation with college-wide committee; administrative appointment with no consultation; and administrative appointment after casual department contact.

This study recommends that chairmen be appointed by the administration either after consultation with the department or division (meaning open discussion of and/or identification of candidates), or from department or division nominations. It is further recommended that chairmen either be appointed for an indefinite term with periodic review or for a two- or three-year term subject to re-appointment.

It seems obvious that a chairman who is to be the focal point of faculty-

administration communication should be selected jointly by both groups. The dean is better served by a chairman who is acceptable to his faculty colleagues than one who is simply "the dean's man." From the academic dean's standpoint, it is also important that chairmen serve indefinite terms, not subject to referendum elections by faculty. If the chairman were constantly facing election, he would be hesitant to make unpopular decisions. Also, the division would lack consistent direction and leadership if changes were made too often.

It takes a while to learn the intricacies of running a division, especially a large one. If the chairmanship were constantly turning over, the academic dean would need to be more involved in the day-to-day operation of the division and would be able to delegate less to division leadership. The chairman who is constantly subject to election could hardly be expected to make the difficult decisions which affect his division colleagues, and thus the dean would have to essentially run the division when these situations arose. A college with strong leadership in its division chairmen frees its academic dean to tend to collegewide concerns and plans.

Associates

In the larger community colleges (100 faculty members and over) a number of associate and assistant deans are assigned to help carry out some of the duties previously relegated to the academic dean. These assisting staff level jobs seem to be developing in two areas—administrative details such as class schedules, textbook selection and catalog editing and in helping faculty to develop and cope with newer teaching-learning strategies. These two staff roles will be dealt with separately.

Whenever academic deans gather to talk shop, it is not long before the topic of class schedules comes up. For the uninitiated who have never put together a class schedule for 300 to 600 class sections and faculty to go with them, the scheduling process seems routine and mechanical. Any good clerk could do this task! Any good dean knows better. The class schedule represents a coming together of the curriculum, the faculty and the students in proportions and at times that fit student and faculty needs. It is an extremely complex task which requires a great deal of attention to detail. The morale of the college as well as its financial status can be affected by the class schedule. Faculty members and students who are involved in classes that fit individual needs are happy and ready for a successful experience together. More frequently this important role is being assumed by associate or assistant deans, as well as division chairmen at the larger community colleges.

While this procedure provides the academic dean with more time to attend to other matters, it also removes him from working directly with division chairmen in a process that directly affects the lives of every faculty member and student. The dean is still responsible for the class schedule but only in monitoring the fact that it is done under guidelines that he establishes. Textbook selection and catalog editing are not quite so vital to the faculty member if policies allow sufficient flexibility.

Though this new associate dean position is vital to the institution especially in developing a more efficient and effective schedule, the academic dean must be careful to establish parameters of responsibility. Enough responsibility and support must be delegated to the associate dean to allow for the accomplishment of objectives. Good staff administrators must be allowed opportunities for creative work within their area of authority. On the other hand, the dean must also make it clear that division chairmen and faculty have direct access to him in all matters affecting the academic life of the campus. It is important that the dean and his associates "think alike" on matters of policy so that faculty are not confused when questions arise.

The second type of staff administrator that has been seen more and more frequently in recent years is the faculty development officer, educational development officer or learning resources director—the titles are many and varied. Whatever the title, this person usually had responsibilities for helping faculty adapt various new learning strategies to the courses they teach. In many respects, this new staff officer has taken on the best and most enjoyable parts of the academic dean's job. Most deans truly love working with faculty on new ways to improve instruction. However, if one really desires instructional change to flourish on a campus, I do not feel that the academic dean can play the role of primary change agent. When you ask a faculty member to change, you ask him to take a risk, to chance failure. If the objective is to maximize risk-taking, and also the chance of success, can the person with chief responsibility for evaluating teaching effectiveness (the dean) carry this out? I do not believe that this is possible. The dean cannot escape his evaluative role vis-a-vis the faculty member, though he may try hard to do so.

This associate dean must be clearly defined as a staff person whose role is to assist faculty. All possible shadows of the evaluator should be kept away from the role so that the faculty can have their own representative to help them with instructional problems. The administrator also needs a support staff and a budget to carry through on new projects that are developed with the faculty. The instructional development officer at Golden West Community College has a staff of paraprofessionals which includes: computer programmers, graphic artists, photographers, audio-visual technicians, typists, press operators and producer-directors for television. He and his staff can respond to faculty needs for instructional change. This person is the campus harbinger of change, whose sole duty is to keep our attention on how we might provide more successful learning experiences for the students.

The academic dean who has a staff development officer can do much more to promote change than if he were acting alone. An associate dean in this area must be a specialist in instructional design and a student of the teaching-learning process. He must become proficient in the area of learning theory, specifying learning objectives and selecting appropriate media to meet specific learning outcomes. The faculty deserves an expert they can turn to for assistance in meeting instructional problems.

Academic deans are generalists and can learn a great deal from a good staff development officer. When opportunities arise, the dean refers the interested faculty members to a person who can help him carry through with instructional innovations. In rather subtle ways, this associate dean can increase the total effectiveness of the academic dean in improving instruction. It is not obvious that change is occurring, because it is a gradual and day-to-day solution of learning problems. The successes of the faculty can make this a most satisfying investment of resources for the dean.

Evaluation

Perhaps the one aspect of the academic dean's role which may be its nucleus is evaluation. Whether formal or informal, the dean is viewed as the evaluator of the instructional program, the central focus of the college. No community college dean that I know of is not deeply involved in the selection, assessment and dismissal of staff. For the dean the question is not whether to evaluate—the Board and those above him expect it—but what and how to evaluate. A common problem occurs when evaluation is concerned only with the instructional means which are employed, without any explicit consideration of the ends the instructor is trying to achieve. In such instances, the dean-evaluator may rate the faculty member according to his own personal standards regarding what form classroom activity should take. The instructor's goals and objectives may be at considerable variance with those of the evaluator. In most instances little attempt is made to clarify such lack of communication.

The evaluation process should emphasize stated goals and objectives, the ends of the instructional process. Community colleges pride themselves on being teaching institutions distinct from four-year colleagues who are more interested in research. What is teaching? It is causing learning—no more, no less. Learning is a changed capacity for, or tendency toward, acting in particular ways. The ultimate day-to-day question for the academic dean is—did anyone learn anything? It is not so much what the faculty members do as what students do, though the two are interrelated.

We hear more and more each year about how we must be accountable. The question is, who is to be held accountable for what and to whom? I would venture these responses. Individual faculties (who) working within the separate colleges of the nation should decide (what) the educationalobjectives (ends) will be for each institution. They should be held accountable to the local trustees (the whom) for evidence that they are meeting those objectives.

I find this system of evaluation which focuses on outcomes much more acceptable to me as dean and to a great many faculty members as well. We communicate about the specific objectives of individual courses and evidence of student success. We search together for the best medium to present material to assure that the learner meets our objective. Ours is a search for better and more opportunities for learners to be successful. Is not the goal of

any evaluation process "the improvement of instruction?" How can the dean assist in this process if he does not become involved in the course and understand what objectives are sought? The evaluation process, though sometimes viewed in a negative manner, can be a very positive entree for the dean into the very heart of the teaching-learning procedure.

Staff Development

Very much a part of the evaluation process is the staff development program; indeed the two are inevitably tied together. The need for staff development is very well documented by the 1973 Assembly of the American Association of Community Junior Colleges. This group identified a new priority for the "needs of the people who staff the people's college." For too long, more value has been placed on buildings, organizational plans, increased enrollments and instructional technology than on the people who staff the colleges. As noted previously, the community college is essentially a teaching institution, and the quality of education provided depends primarily on the quality of the staff. During a recent year-long study of community colleges, Edmund Gleazer found a need for staff development when he reported talking to many conscientious faculty members who appear to be wondering whether they can teach at all. (AACJC, 1973) Colleges and universities have staffs ill-prepared for carrying out the mission of the community colleges and the great variety of students we serve.

We must develop a staff that can respond to the needs of the college and its students and to design our own programs. In the past, our "in-service" programs have been poor. Many presidents and academic deans still see in-service education as a one-day orientation session for new staff or programs organized by deans or division chairmen to relay information. Our salary schedules reward accumulated college units with little directed growth for the individual. To some extent, faculty resist courses that are not in their specialized discipline and equate increased graduate courses with improved teaching competency.

A good staff development program is coordinated and is applicable to all staff-administrators, faculty, counselors, paraprofessionals, etc. It takes planning and resources to develop such a program. In most cases the academic dean, perhaps with help from others, is responsible for organizing the program. It should be a year-long program, as individualized as possible to meet the personal and professional needs of people at differing levels and abilities.

Multi-campus Districts

One final factor which has changed the role of the academic dean is the trend toward multi-campus districts. This trend has been well documented and its pros and cons debated elsewhere. For the academic dean the district organization represents increasing numbers of administrators who must be reported to, communicated with and satisfied before problems can be

solved and the business of instruction carried on. In some cases, district administrative staff can be helpful in providing liaison with outside groups and agencies and thus relieve the dean to tend to on-campus situations.

In all too many instances, however, district administrators begin to feel that the colleges are there to serve the needs of the district rather than the other way around. Priorities become confused and the goals of the organization forgotten as each additional district office justifies its existence and its staffing. Perhaps it is inevitable that large bureaucracies will grow up around fast-developing institutions like community colleges. Deans look back on the good old days when everything did not have to be done by memo with seven copies and a prayer that no one was being left out.

For the dean, campus-level problems are often complicated by being part of a multi-campus district. When a situation arises, the immediate response is—what is being done on the other campus? Do they have a similar situation? Isn't there a need for a consensus on how the district should respond to this? Let's have a meeting; who needs to be involved in the meeting? It takes real effort on the part of both campus-level and district-level administrators to prevent every problem or situation from developing into a district concern for which there must be a policy, procedure or guideline. Everyone knows there must be consistency in these things district wide.

Well-developed lines of authority and job descriptions that are constantly reinforced by the chief administrative officer of the district can do much to improve communication and speed up problem solving. In most districts, however, it is not clear what autonomy rests with the campus, if any, and what the roles of various district officials are vis-a-vis campus personnel. Organizational charts are plentiful but do not spell out relationships in any precise manner. Those who remember that we are here to provide learning experiences for the students make the multi-campus district function. They will do anything to accomplish this basic goal.

In Summary

The academic dean finds himself more and more the man in the middle. There are increasing numbers of administrators both above and below the dean, with their growing sets of problems and expectations. The staff development and learning resources movement has led to its specialists at the associate dean level. The logistical problems of scheduling, loading, room utilization and reporting have given rise to yet another specialist--division and department chairmen are increasing their power and prestige in the community colleges. Faculty will undoubtedly increase their power in the decision-making process regardless of what happens to collective bargaining in various parts of the country.

The Future

What is left for the academic dean—that once all powerful one-man show of yesterday who ran the college more or less his own way (the president permitting)? What will be the new role now and in the future for this

administrative officer? I see three roles for the academic dean: the interpreter/mediator, the advocate, and the instructional leader.

It will become the academic dean's responsibility to carry out policies, procedures, guidelines and the like developed by state, district or collective bargaining agencies. He will need knowledge and human relations skills necessary to interpret and translate these policies into a day-to-day working environment making it possible for faculty members to function in a creative relationship with the college and the students. Policies and procedures must be applied to specific people and situations; they do not administer themselves. Although the dean may not make as many policies as he once did, he will undoubtedly administer many more in the future as community colleges become more organizationally sophisticated. Response to these policies may well be determined by how they are presented and applied to specific individuals. The dean of academic affairs needs to be a real student of communications and human relations.

Though the dean may not have the authority he once possessed, he is far from powerless in this changed situation. His will be the power of persuasion and advocacy. He must use the knowledge about the needs of the total college and information he has as a political force to influence others in the decision-making process. The academic dean must become the advocate for the instructional needs of the total college in every decision-making forum above and below him in the organizational hierarchy. Owing allegiance to both the faculty and the district trustees, he will also need to be the politician of compromise, seeking to draw reasoned consensus wherever possible. To the extent that he can influence various power groups from confrontation, he will build an environment where student learning is kept as the uppermost goal, not power or authority for one group or another. This working for consensus is not to suggest that the academic dean should not hold strong views and not be heard. Quite the contrary. The dean may have to stand and defend his position on many issues and perhaps from both sides at once, as he is the man in the middle. A good pragmatic sense of political knowhow will be helpful to any dean.

The central focus of the academic dean's role will be as it has always been—instructional leadership. Perhaps, however, this means something different than it did a few years back. For me it means leading the faculty toward what Arthur Cohen calls professionalism: a recognition that there is a discipline of instruction and a specialized body of knowledge that characterizes a profession; helping faculty to know that our job is to effect predictable learning; working with faculty to communicate precise objectives, to select procedures and methods which assist the learner and to assess the predicted consequences of learning activities that can be improved on the next time they are repeated. The academic dean must promote instructional innovation but as a participant from the inside, not an observer from outside the process. To do this he must concentrate his own learning on the discipline of instruction, so that on a day-to-day basis he is advancing the professionalization of the faculty.

When a faculty becomes committed to the discipline of instruction, the community college will truly become the "teaching institution" it has always claimed to be. It will become more than an institution that does not conduct research, but truly an "institution that causes learning."

In conclusion, it should be noted that for a college to remain viable in this rapidly changing world of higher education, it needs a strong leadership group in instruction. One person can no longer keep up with all facets of educational change, and a division of labor is necessary. The academic dean must be the generalist in the group who pulls the total program together to best serve the goals of the college. Perhaps Virginia Smith of the Fund for Improvement of Post Secondary Education said it best: "The architects of the new higher education will be faculty members and academic deans."

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